

on the one hand, with later forms of true social reciprocity, and on the other, with the child's early egocentric attitudes to parents and brothers and sisters. The threads of social development can be traced backwards and forwards, and whilst the total picture at the age of, say, six or seven years is in many respects very different from that presented at, say, two years, it is nowhere essentially new. There is nothing in the later phases which is not adumbrated in the earlier, and which cannot be traced through continuous processes of change and growth to the earlier.

(2) The study of the behaviour of little children in groups does not support that particular approach to social psychology which has had so much vogue in recent years, namely, the attempt to understand human social life by paralleling it with the herd life of certain other animals, such as the great herbivores. Certain superficial resemblances can, of course, be made out. Much of the behaviour of this group of small children could be described as "herd" behaviour; for instance, their joint hostility to a newcomer and their assumption that strangers are necessarily hostile. But this superficial parallel gives us no insight into the meaning of such behaviour for the individual children who make up the group, and is quite specious and misleading.

On the other hand, the behaviour of the children in the nursery school group can be vitally linked, point by point, with the family situation. Other adults are always in the first instance responded to as parents, and other children as brothers and sisters. We have seen this in detail with regard to individual and group hostilities, as well as friendly co-operation. Feelings of jealousy, rivalry, hostility, comradeship, etc., shown to school playmates can only be understood in

terms of the child's previous responses to his family. It has become clear that this primary situation sets the fundamental pattern of his relation to the world as a whole, and all other social situations develop from it.

(3) We have seen, too, that the child's relation to his two parents at any phase is extremely complex. He is dependent upon them not only for the preservation of life and the satisfaction of nutritional needs, but for libidinal satisfactions as well. He has (or has had) real sexual desires towards them, varying in mode according to his phase of development and his individual way of dealing with anxiety.